

# Annual Plan 2020

Goals	Specific Goals	Actions	Personnel	Resourcing
<b>Goal #1: Tangata Students and staff thrive in an inclusive learning environment and culture.</b>	1. Processes and practices are developed to support student wellbeing so that all students thrive in their time at MIS.	a. HPE programme focus on Wellbeing and Mental Health b. VIBE programmes across the school c. Daily 'active' time introduced d. Enhance and strengthen the daily Mindfulness time e. Syndicates develop and implement a set of norms and practices for behaviour, communication and interaction that are consistent across the school f. Restorative Practice is explored and recommendations made	MW + HPE Team MW + HPE Team SLs SLs + PB4L Team SLs  KB, MW, PS	VIBE
	2. Processes and practices are developed that support staff wellbeing and ensure every staff member thrives in their role.	a. Strengthen processes developed in 2019 b. Develop processes for Teacher Aide staff wellbeing eg regular meeting times, team building activity once a term	KB + WB Team KB	Pastoral Care Budget
<b>Goal #2: Ako A pedagogically rich curriculum informs the learning programmes of all students.</b>	1. A rich and comprehensive local curriculum, based on the NZ Curriculum Framework, is designed to reflect and respond to our local context.	a. Principal's Sabbatical to focus on reviewing the current threads of the curriculum, bringing these together, and consulting with various experts in the field to develop the MIS Curriculum Framework <ul style="list-style-type: none"> <li>i. Mary Chamberlain</li> <li>ii. Ann Milne</li> </ul> b. The <b>Digital Technologies curriculum</b> is explored in readiness for full (and confident) implementation in 2021 c. <b>HPE programmes</b> are implemented consistently across the school according to the Play.Sport philosophies d. A comprehensive programme for understanding and practicing the new values is developed and trialled. e. Explore ways in which collaboration can be developed between the classroom and Specialist programmes	MO'  CR + DT Team MW + HPE Team  Sen Man, SLs ?, SLs, Teachers	Teach NZ Sabbatical  PLD Budget MOE resources PLD Budget
	2. Cultural competencies are threaded through the local curriculum ensuring the principles of Te Tiriti Ō Waitangi are integrated, meaningful and authentic.	a. Develop shared beliefs of what the ToW means to us at MIS - Principles b. The Principle of ToW is apparent and explicit in the MIS local curriculum c. Through PLD, begin making this Principle meaningful and authentic within the learning programmes	CR + Cult Team  SLs + Cult Team  CR + Cult Team	

		d. Further develop confidence in the use of Te Reo in everyday communications	Cult Team	
	3. The Professional Learning Programme is developed and implemented to support teachers to understand and implement the local curriculum with quality practice and pedagogy.	<ul style="list-style-type: none"> <li>a. Develop a collaborative process for the design of the PLD Programme, consulting with teachers on their learning needs in order to implement quality practice and pedagogy</li> <li>b. The exploration of the Digital Technologies is a focus of PLD</li> <li>c. PLD on the HPE programme is designed to ensure shared understanding and consistent implementation across the school</li> </ul>	<p>Sen Man</p> <p>CR + DT Team MW + HPE Team</p>	<p>PLD Budget</p> <p>PLD Budget</p>
<p><b>Goal #3: Whenua</b>  <b>The local physical environs, and community, enhance learning, and honours the bi-cultural context of MIS.</b></p>	1. Relevant aspects of the local environment and community are integrated into the learning programmes to ensure students have an understanding of local history and opportunity to explore local issues.	<ul style="list-style-type: none"> <li>a. Through a whole-school, collaborative approach, teachers are supported in delivering programmes that include the local history and environs of Upper Hutt</li> <li>b. Students identify and explore local issues and solutions</li> <li>c. Classroom programmes link with local community organisations and businesses in the course of the learning programmes.</li> </ul>	<p>CR, MW, SLs</p> <p>SLs SLs</p>	
	2. The local community, including Maori, is consulted and feedback is evaluated and acted on.	<ul style="list-style-type: none"> <li>a. A comprehensive community consultation process is implemented (NZCER). Feedback informs the Strategic Plan.</li> <li>b. A plan to strengthen our engagement with our Maori community is developed based on the NZCER survey, and is beginning to be implemented.</li> </ul>	<p>MO'</p> <p>Cult Team</p>	Budget
	3. The physical environment of Maidstone Intermediate is enhanced to reflect the bi-cultural nature of our community.	<ul style="list-style-type: none"> <li>a. Signage is bi-lingual and reflects the bi-cultural nature of the MIS community</li> <li>b. A whakatauki is developed and displayed</li> </ul>	<p>MO + BOT</p> <p>MW + PM</p>	Budget